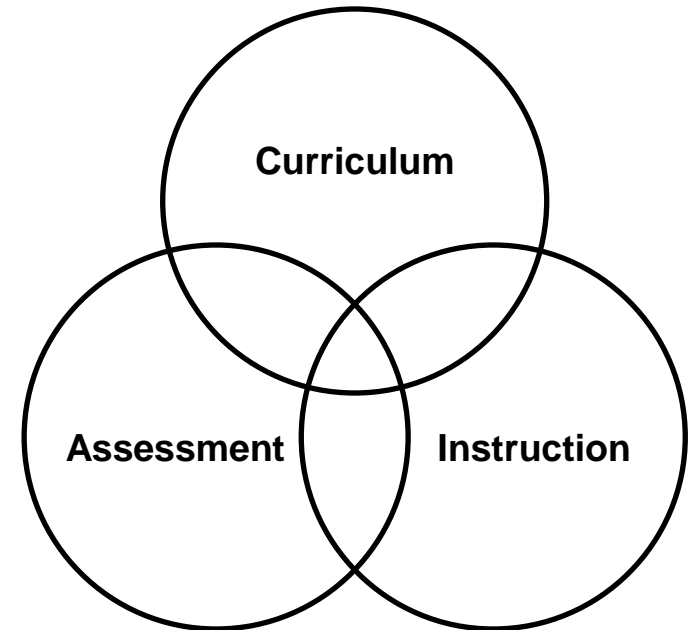


Handouts

Using the IFD to Plan Instruction with the End in Mind: 7 Steps to Success



Planning from the IFD: 7 Steps to Success

Step 1:

Read the _____
to determine what students will know and be able to do at the end of the unit.

Step 2:

Evaluate the _____
and determine an instructional strategy for addressing each.

Step 3:

Study the _____
and investigate the _____ to plan instruction with the end in mind.

Consider how each may need differentiated based on student need.

Step 4:

Read the _____ and _____.
Make a separate _____ for each of the major _____, and create a chart listing the _____.

Step 5:

Study the _____ to determine instructional strategies and approximate number of needed instructional periods leading to each PI.

Step 6:

Examine the _____ and _____
plan direct instruction using Robert Marzano's Six-Step Process.

Step 7:

Reconcile the _____ with your _____
instructional days . Make decisions about compacting or expanding instruction as necessary.

My Next Step...

Using the IFD to Plan Instruction with the End in Mind: 7 Steps to Success

Grade:	Unit #:	Unit Title:	# Days:
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Step 1: Read the RATIONALE. Examine the RATIONALE on the IFD and respond to these guiding questions.

1. What will students know and be able to do at the end of this unit?

2. What prior knowledge is referenced in the RATIONALE?

3. What instructional ideas “pop” into mind after reading the RATIONALE?

Step 2: Evaluate the MISCONCEPTIONS/UNDERDEVELOPED CONCEPTS. Summarize each and select an instructional strategy to address those that may apply to your students..

Misconceptions Summarized:

Research-based Instructional Strategies for Addressing Misconceptions

Cooperative Learning Strategies (Marzano, Pickering & Pollock, 2005)

☐ **Play Fact or Fib Showdown**
(Kagan, 2002)

- Have students label 2 notecards, one with the word “fact” and other other with the word “fib.”
- Teacher presents students with one of the misconceptions phrased as either a fact or a fib.
- Give students 5-10 seconds wait time for them determine (or guess) if the statement is either a fact or a fib.
- When the teacher says, “Showdown!” students slap down the response card that reflects their answer face-up on their desk.
- Students compare and discuss answers.
- Teacher verifies the correct response and clarifies the misconceptions.

☐ **Find-the-Fib Activity**
(Kagan, 2002)

- Provide students with three statements ... 2 are facts and 1 is a fib. (Use one of the misconceptions as the fib.)
- Ask students to find the fib in a Think- Pair- Share activity
- Teacher verifies the correct response and clarifies the misconceptions.

Nonlinguistic Representations (Marzano, Pickering & Pollock, 2005)

☐ **K – W – L Chart**

- Teacher presents the unit’s main concept.
 - Have students write what they KNOW about this concept on the “K” of their K-W-L chart.
 - Teacher verifies correct information and corrects any misconceptions.
 - Continue to use the K-W-L chart as the unit progresses.
- (Activity can be implemented with whole group, cooperative groups, partners, chart paper, white boards, etc.)*

Step 3: Study the PERFORMANCE INDICATORS (PIs). Number each PI. Study and dissect each PI by identifying the process verb(s), content, and product(s). Summarize each in the space below. Consider how the PIs may be implemented and differentiated.

- Content: How will you differentiate the PI in regard to content?
- Process: How will you differentiate the PI in the following areas: flexible grouping, structure, readiness level (strugglers, advanced students, ELL students), and learning styles?
- Product: What will you allow students to submit to demonstrate mastery of the PI?
- Evaluation Method: How will the PI be evaluated?

Use the Assessment Differentiation Checklist to select differentiation strategies for each Performance Indicator and for the Unit Test.

<u>Summary Performance Indicator #1</u>	<u>Summary Performance Indicator #2</u>	<u>Summary Performance Indicator #3</u>
<u>Process(es)</u> :	<u>Process(es)</u> :	<u>Process(es)</u> :
<u>Content</u> :	<u>Content</u> :	<u>Content</u> :
<u>Product</u> :	<u>Product</u> :	<u>Product</u> :
<u>Evaluation Method</u> :	<u>Evaluation Method</u> :	<u>Evaluation Method</u> :

Step 3: Investigate the Unit Test (if applicable). Total # of Questions: _____ # Multiple Choice: _____ # Open-ended or griddable: _____

Refer to the answer key and label each test question with the assessed TEKS and Readiness/Supporting label (as applicable). Next, locate the tested TEKS on the IFD and write the corresponding test item number (e.g., T1, T2). Consider how the Unit Test may be implemented and differentiated. When planning instruction, refer to the Unit Test and assessed TEKS on the IFD to ensure that lessons adequately prepare students for the rigor of the test items.

<ul style="list-style-type: none"> • What are the features of the text (e.g., passages, graphics, charts, tables)? • Notes on how the questions are phrased. 	<u>Process(es)</u> : <u>Content</u> : <u>Evaluation Method</u> :
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Assessment Differentiation Checklist

DIFFERENTIATING CONTENT	DIFFERENTIATING PROCESS		DIFFERENTIATING PRODUCTS			DIFFERENTIATING EVALUATION
Advanced Readiness	Flexible Grouping Processes		Nonlinguistic Representations			Evaluation Options
<ul style="list-style-type: none">Blank graphic organizers for advance readinessAdded layer of detail	<ul style="list-style-type: none">IndividualPartner Activity	<ul style="list-style-type: none">Cooperative Group ActivityLearning Stations	<ul style="list-style-type: none">PostersGraphic OrganizersThinking Maps®Concrete ModelsBrochure or pamphletIllustrationGraphs, charts, diagramsDemonstration	<ul style="list-style-type: none">Maps3-Dimentional artifactsDisplay BoardStory BoardMuseum displaysMuralsTimelinesAdvertisements	<ul style="list-style-type: none">PowerPoint PresentationPhotographsVideo Presentation,Interview,PerformancePromethean or Smart Board presentationPodcast“Rap” or Musical Performance	Performance Indicators
Low Readiness	Structure Processes					<ul style="list-style-type: none">Rubric4-Point ScaleChecklist100-Point ScaleChecked, but not Graded
<ul style="list-style-type: none">TEKS modifications (based upon IEP)Word bankOpen-book referencesPartially completed graphic organizers for low readiness levels	<ul style="list-style-type: none">In-classHomework	<ul style="list-style-type: none">Pre-testPost-test				
	Low Readiness Level Processes					
	<ul style="list-style-type: none">Word bankPartial outlineSentence frames	<ul style="list-style-type: none">Sentence startersPartially completed Thinking Map® or graphic organizer, etc.				
ELL	Advanced Readiness Processes		Written Artifacts			Unit Tests
<ul style="list-style-type: none">Spanish versions of Performance Indicator and/or Unit Test	<ul style="list-style-type: none">Combine Performance IndicatorsCombine two different strategies (example: nonlinguistic representation + multi-media)		<ul style="list-style-type: none">Student journalsManuals, “how to” instructionsCompositionsNarratives	<ul style="list-style-type: none">BiographiesParagraphsLettersSentences	<ul style="list-style-type: none">Original poems, scripts, or storiesEditorials3-2-1 Summary1-Minute Paper	<ul style="list-style-type: none">4-Point Scale100-Point Scale<ul style="list-style-type: none">➤ Each question weighted the same➤ Each question weighted according to difficulty levelChecked, but not GradedStars & Steps Chart
	Learning Styles Processes					
	<ul style="list-style-type: none"><u>Auditory/Verbal</u>: Cooperative Learning structures, presentations, Podcasts<u>Tactile/Kinesthetic</u>: models, card sorts, demonstrations<u>Visual</u>: graphic organizers, color-coding, Thinking Maps®, models; uses of highlighters					
	ELL Processes					
	<ul style="list-style-type: none">Any of the strategies aboveDictionary/glossary useOral testing	<ul style="list-style-type: none">TranslationsVerbal & nonverbal instructionsVisual cues				

Step 4: Read the CONCEPTS and KEY UNDERSTANDINGS FOR LEARNERS. To maintain concept-based instruction, make and post a separate Anchor Chart for each of the major CONCEPTS and post a chart listing the KEY UNDERSTANDINGS.

- ☐ Create a chart listing all the KEY UNDERSTANDINGS and post it in the classroom throughout the unit.
- ☐ With students, create an Anchor Chart for each of the major CONCEPTS. These charts “anchor” student thinking during the unit and follow 5 criteria:
 - 1.) Focuses on a single concept.
 - 2.) Co-constructed WITH the students.
 - 3.) Presented in an organized format [Circle Map®, concept map, T-chart, Venn Diagram, list, or any other graphic representation].
 - 4.) Reflects a developmentally appropriate format.
 - 5.) Allows for additional ideas, examples, and deeper understandings as the unit progresses.
- ☐ Frequently throughout the unit, ask students these questions to continually link lesson activities and objectives to the CONCEPTS and KEY UNDERSTANDINGS:
 - Which KEY UNDERSTANDING fits with the activity we are doing right now?
 - Which CONCEPT is a “big idea” for what we are learning today?
 - What can we add to our Anchor Charts from what we have learned today?

☐ Example of Key Understanding Chart:

Unit 2: KEY UNDERSTANDINGS

- 1. Matter has measureable physical properties, and those properties determine how matter is classified, changed, and used.**
- 2. Changes in water are caused by heating and cooling.**
- 3. Physical properties may remain the same in some mixtures, but may change in other mixtures.**
- 4. The physical properties of ingredients can change when they are combined into a solution.**

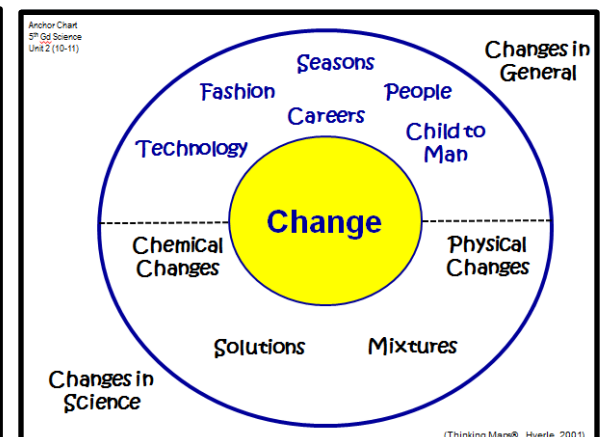
Examples of Anchor Charts: Ideas Added throughout the Unit

Anchor Chart
5th Gd Science
Unit 2 (10-11)

Properties
(physical characteristics that help us determine how matter can be classified, changed, and used)

Mass	Magnetism	Physical State	Density	Solubility	Conduct Thermal Energy	Conduct Electric Energy	Meltpoint
Describe	Describe	Describe	Describe	Describe	Describe	Describe	Describe
Illustrate	Illustrate	Illustrate	Illustrate	Illustrate	Illustrate	Illustrate	Illustrate
Measure	Measure	Measure	Measure	Measure	Measure	Measure	Measure
Change	Change	Change	Change	Change	Change	Change	Change

(Thinking Maps®, Hyerle, 2003)



Step 5: Study the Bundled Standards.

- For each PI, locate and label the assessed Student Expectations (SEs) on the IFD with the PI# (e.g., PI1, PI2). If there are SEs on the IFD that are not assessed in a PI, consider which PI(s) they best align with and plan on including them during instruction leading to that PI.
- For each PI, analyze the assessed Knowledge and Skill Statements (K&S) and Student Expectations (SE) to determine the following:
 - ✓ Identification of Readiness or Supporting standards
 - ✓ Cognitive rigor (verbs)
 - ✓ Significant content & bulleted specificity
 - ✓ Teacher selected supplemental resources
 - ✓ Potential research-based instructional strategies.
- Determine the approximate number of instructional periods required to prepare students for the PI

PERFORMANCE INDICATOR # _____

of Instructional Periods _____

TEKS SE#	R/S	COGNITIVE RIGOR (The VERBS in both the K & S Statement & the SE)	CONTENT SPECIFICITY (All Caps and Significant Bulleted Specificity)	Teacher Selected Instructional Resources (Page #'s)	Potential Instructional Strategies (Consult Handout: Research-based Instructional Strategies and Exemplar Lessons)

TEKS SE#	R/S	COGNITIVE RIGOR <small>(The VERBS in both the K & S Statement & the SE)</small>	CONTENT SPECIFICITY <small>(All Caps and Significant Bulleted Specificity)</small>	Teacher Selected Instructional Resources <small>(Page #’s)</small>	Potential Instructional Strategies <small>(Consult Handout: Research-based Instructional Strategies and Exemplar Lessons)</small>

Research-based Instructional Strategies (Marzano, Pickering, & Pollock, 2001)

Identifying Similarities & Differences*

- ☐ Thinking Maps®
- ☐ Compare/Contrast; Classify/Categorize; Analogies
- ☐ Venn Diagrams
- ☐ T-Chart
- ☐ Sentence Frame
- ☐ Card Sort
- ☐ Manipulative Sorts

Reinforcing Effort*

- ☐ Thinking Maps®
- ☐ Rubric
- ☐ Stars & Steps Analysis Chart
- ☐ Effort & Achievement Charts

Focused Classroom Practice*

- ☐ Thinking Maps®;
- ☐ Learning Stations
- ☐ Model + Guided Practice [Scaffolding]
- ☐ Anchor Activities

Summarizing*

- ☐ Thinking Maps®
- ☐ Exit Ticket
- ☐ 1 Minute "Big Idea" paper
- ☐ Delete, Substitute, Keep Strategy
- ☐ Summary Frames
- ☐ Cooperative Rotating Review
- ☐ 3-2-1- Summary

Nonlinguistic Representations*

- ☐ Thinking Maps®
- ☐ Graphic Organizers
- ☐ Kinesthetic Activities (manipulatives, motions, etc.)
- ☐ Role Play
- ☐ Demonstrations
- ☐ Creating models
- ☐ Drawing illustrations
- ☐ Pictographs

Generating & Testing a Hypothesis*

- ☐ Thinking Maps®
- ☐ Concept Attainment
- ☐ Inductive Thinking
- ☐ Guess, Test, Revise Strategy
- ☐ Mystery Concept
- ☐ 20 Questions
- ☐ 5 E Lesson Design [Engage, Explore, Explain, Elaborate, Evaluate]

Cooperative Learning*

- ☐ Jig Saw
- ☐ Think-Pair-Share
- ☐ Mix-Freeze-Group
- ☐ Inner/Outer Circle
- ☐ 4 Corners
- ☐ Take a Stand
- ☐ Fact or Fib Showdown
- ☐ Talking Chips



Explore additional Kagan's
Cooperative Learning Structures at
www.kaganonline.com

Cues, Questioning, & Advanced Organizers*

- ☐ Thinking Maps®
- ☐ Bloom's Question Stems or Question Cubes
- ☐ KWL Charts
- ☐ Partially Completed Graphic Organizers

Setting Goals & Objectives*

- ☐ Thinking Maps®
- ☐ Smart Goals
- ☐ Stars & Steps Analysis Chart
- ☐ Rubrics, Learning Contract

Direct Vocabulary Instruction

- ☐ Thinking Maps®
- ☐ Six-Step Process from **Building Academic Vocabulary** (Marzano & Pickering, 2005)

Step 6: Examine the KEY ACADEMIC VOCABULARY . Plan strategies for each step of Robert Marzano's 6-Step Process to teach the terms.

Vocabulary Term	Step 1: Teacher <u>Describes</u> Term	Step 2: Students Restate	Step 3: Students Illustrate	Step 4: Students Engage in Activities with the Terms	Step 5: Students Talk about the Terms	Step 6: Students Play Games
Use the 6-Step Vocabulary Strategy Checklist to select strategies for each of the step in the process.						

6-Step Vocabulary Strategy Checklist

1. Describe Provide a description, explanation, or example of the new term.	2. Restate Ask students to restate the description, explanation, or example in their own words	3. Illustrate Ask students to construct a picture, symbol, or graphic representing the term	4. Activities Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks/journals.	5. Talk Periodically ask students to discuss terms with one another	6. Games Involve students periodically in games that allow them to play with terms
<ul style="list-style-type: none"> <input type="checkbox"/> Tell a story <input type="checkbox"/> Use a video clip <input type="checkbox"/> Use a current event (something interesting to students) <input type="checkbox"/> Describe a mental picture of the term <input type="checkbox"/> Provide a concrete visual or picture of the term <input type="checkbox"/> Give examples <input type="checkbox"/> Describe the term in student-friendly language <input type="checkbox"/> Relate the term to something familiar (video game, song, etc.) <input type="checkbox"/> Quick skit or role play <input type="checkbox"/> Concept Attainment Model 	<p>Possible Restatement Structures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocab. Journals <input type="checkbox"/> Vocab. Notecards kept in a file box <input type="checkbox"/> 6-step notebook <input type="checkbox"/> Word Walls (at all grade levels) <input type="checkbox"/> Anchor Charts <p>To Assist Strugglers (Low Readiness)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides additional descriptions, examples, or explanations <input type="checkbox"/> Allow student to partner with another student for a Think – Pair – Share activity <input type="checkbox"/> Ask student to go on to Step 3 (illustrate) and come back to step 2 if they are struggling 	<ul style="list-style-type: none"> <input type="checkbox"/> Free sketch (preferred method) <input type="checkbox"/> Word art <input type="checkbox"/> Collage <input type="checkbox"/> Magazine pictures <input type="checkbox"/> Trace a picture <input type="checkbox"/> Trace a map <p>Students may draw ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> A symbol <input type="checkbox"/> An example <input type="checkbox"/> A graphic <input type="checkbox"/> A dramatization using cartoon bubbles <input type="checkbox"/> The actual thing 	<ul style="list-style-type: none"> <input type="checkbox"/> Frayer Model <input type="checkbox"/> Compare/contrast terms (<i>Thinking Maps Double Bubble® Map or a Venn diagram</i>) <input type="checkbox"/> Brainstorm synonyms and/or anonyms (<i>Thinking Maps Circle® Map</i>) <input type="checkbox"/> Creating Analogies with the terms (<i>Thinking Maps Bridge® Map</i>) <input type="checkbox"/> Classify/Categorize words (<i>word card sort, a Thinking Maps® Tree Map, or a table/matrix</i>) <input type="checkbox"/> Examine cause/effect thinking (<i>Thinking Maps® Multi-flow Map; cause/effect graphic organizer</i>) <input type="checkbox"/> Describe a term in detail with adjectives (<i>Thinking Maps® Bubble Map</i>) <input type="checkbox"/> Break the word apart visually and/or physically into prefix / root / suffix (<i>Thinking Maps® Brace Map; cut word apart physically</i>) <input type="checkbox"/> Additional graphic or pictures <input type="checkbox"/> List related words <input type="checkbox"/> Write brief cautions or reminders <input type="checkbox"/> List commonly confused words <input type="checkbox"/> Translate into another language if appropriate <input type="checkbox"/> Use the terms in Sentence Frames <input type="checkbox"/> Use the terms in writing assignments or experiment summaries <input type="checkbox"/> Use a technology application to enhance word meaning (<i>WORDLE http://www.wordle.net/; PowerPoint slide, Podcast, Video clip, etc.</i>) 	<ul style="list-style-type: none"> <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Four Corners <input type="checkbox"/> Give One - Get One <input type="checkbox"/> Inside-Outside Circle <input type="checkbox"/> Make-An-Appointment <input type="checkbox"/> Mix-Freeze-Group <input type="checkbox"/> Mix- N-Match <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> Rotating Review <input type="checkbox"/> Showdown <input type="checkbox"/> Talking Chips <input type="checkbox"/> Team-Pair-Solo <input type="checkbox"/> Who am I? 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk a Mile a Minute <input type="checkbox"/> Vocabulary Pyramid <input type="checkbox"/> What's the Question? (Jeopardy) <input type="checkbox"/> Charades <input type="checkbox"/> Pictionary <p>Free PowerPoint Game Templates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> http://jcschools.net/tutorials/PPT-games/ <input type="checkbox"/> http://people.uncw.edu/ertzbergerj/ppt_games.html

Step 7: Reconcile the Year-at-a-Glance with your local calendar. Use the Calendar Reconciliation Tool to determine the number of days truly available for the grading periods and make decisions about compacting or expanding instruction as necessary.

Be sure to include the following as NON-instructional days:

- *District or campus events*
- *Early release days*
- *Staff development days*
- *Community events*
- *Recurring events (pep rallies, picture days, field trips, etc.)*

Days in grading period _____

Non-instructional days (-) _____

Total non-instructional days _____

Total Instructional Days _____

What can you do during the unit to make this number of instructional days work? _____

Based upon appropriate benchmark data, pre-tests, Performance Indicator results, and other evidence of student understanding, answer the following questions:

- *Based on consistent evidence, which Student Expectations have been revealed as thoroughly understood in regard to current grade level content and cognitive rigor? Is this understanding significant enough to allow you to compact instruction in these areas?*
- *Prior to and during the unit, which Student Expectations need the most attention? (Readiness and/or supporting standards? Standards that build to mastery in the next grade level? Standards in which students have had past difficulty?)*
- *Based upon student's learning needs and consistent evidence, are there any instructional activities in the Exemplar Lessons that need to be condensed or expanded?*